

Required Academic Standards for Physical Education

Amendment of 704 KAR 8:050

Kentucky Board of Education

June 2025



## **Statutory Authority**

### KRS 156.160:

(1)(a) requires the Kentucky Board of Education (KBE) to establish courses of study for the different grades and kinds of common schools, with the courses of study to comply with the expected goals, outcomes and assessment strategies developed under KRS 158.645, 158.6451, and 158.6453.

(1)(h) requires the KBE to adopt administrative regulations governing medical inspection, physical and health education and recreation, and other regulations necessary or advisable for the protection of the physical welfare and safety of the public school children, including requirements for student health standards to be met by all students in grades four (4), eight (8), and twelve (12) pursuant to the outcomes described in KRS 158.6451.

### KRS 158.6453:

(18)(a) requires the KDE to implement a comprehensive process for reviewing and revising the academic standards in practical living skills for all levels every six years.





# **Amended Regulations**

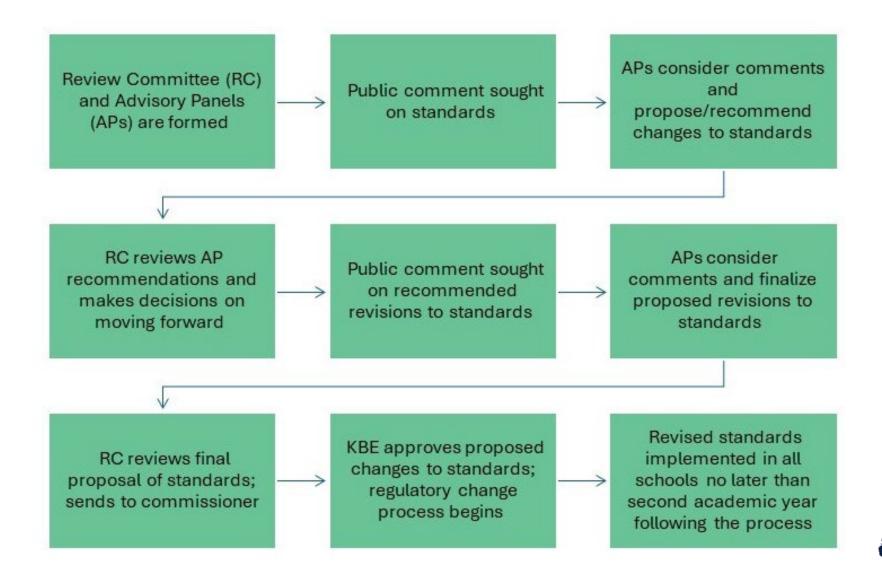
### 704 KAR 8:030, Required Academic Standards for Health Education

 This amended administrative regulation will adopt into law the "Kentucky Academic Standards (KAS) for Health Education."

### 704 KAR 8:050, Required Academic Standards for Physical Education

 This amended administrative regulation will adopt into law the "Kentucky Academic Standards (KAS) for Physical Education."

# Standards Review Process





### **Guiding Principles**

**Determined by Review Committee (RC) and Advisory Panels (APs)** 

- Standards should be written in clear and precise language.
- Standards should be developmentally appropriate and progress logically across grade levels.
- Standards should be aligned with research.
- Standards should allow for teacher autonomy while still providing clarity for new teachers.
- **Destination:** The Kentucky Academic Standards (KAS) for Health Education and the KAS for Physical Education should include space for sustained opportunities for Kentucky students of all abilities, backgrounds and grade levels to develop lifelong health and physical literacy.



### Stakeholder Feedback Overview

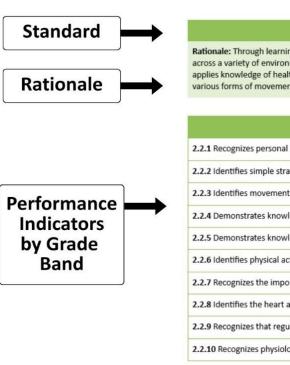
### **Public Comment**

- Two public comment periods: 119 responses
- Content Areas: Health Education and Physical Education
- Broad stakeholder representation:
  - Teachers/retired educators
  - Administrators
  - Parents/guardians
  - Postsecondary educators
  - Business/community members
  - Students
- Over 88% all respondents selected to accept the health education revised standards "as is"
- Over 95% all respondents selected to accept the physical education revised standards "as is"



### **Revision Highlights**

- Updated writers' vision statement.
- Alignment of standards and performance indicators to national trends and research.
- Redesign of the layout:
  - Each standard is anchored by a rationale that provides context to educators and stakeholders on the focus and purpose of the standard.
  - Standards and performance indicators are represented in a grade-banded view.
  - A simplified architecture and coding system to increase clarity.



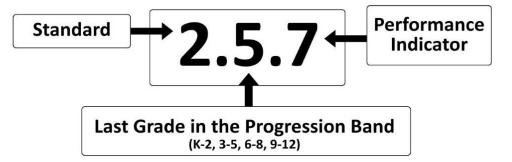
Coding of the Standards

#### Standard 2: Applies knowledge related to movement and fitness concepts.

Rationale: Through learning experiences in physical education, the student uses their knowledge of movement concepts, tactics and strategies across a variety of environments. This knowledge helps the student become a more versatile and efficient mover. Additionally, the student applies knowledge of health-related and skill-related fitness to enhance their overall well-being. The application of knowledge related to various forms of movement contributes to an individual's physical literacy journey.

#### Performance Indicators Kindergarten-Grade 2

- 2.2.1 Recognizes personal space and where to move in general space.
- 2.2.2 Identifies simple strategies in chasing and fleeing activities.
- 2.2.3 Identifies movement concepts related to locomotor, non-locomotor and manipulative skills.
- 2.2.4 Demonstrates knowledge of locomotor, non-locomotor and manipulative skills in movement settings.
- 2.2.5 Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms.
- 2.2.6 Identifies physical activities that contribute to fitness.
- 2.2.7 Recognizes the importance of stretching before and after physical activity.
- 2.2.8 Identifies the heart as a muscle that gets stronger with physical activity.
- 2.2.9 Recognizes that regular physical activity is good for their health.
- 2.2.10 Recognizes physiological changes in their body during physical activities.





# **Architecture and Standards Layout**

Standard

Rationale

Indicators by Grade

**Band** 

#### Standard 3: Access valid and reliable resources to support health and well-being of self and others.

Rationale: Access to valid and reliable health information, products, services and other resources is essential to promoting health and well-being and preventing, detecting, managing and treating health issues and conditions. Access to valid and reliable information, products, services and other resources promotes health and well-being in individual, interpersonal, community, societal and environmental contexts. This standard focuses on identifying, accessing and evaluating valid and reliable resources, including managing misinformation and disinformation, within digital and in-person settings. Media and technology play a significant and increasing role in the way individuals learn about and connect with ourselves, others and the world. This standard engages students in critical thinking around media messages and resources, including how they are accessed, evaluated and used to support health and well-being.

# **Performance**

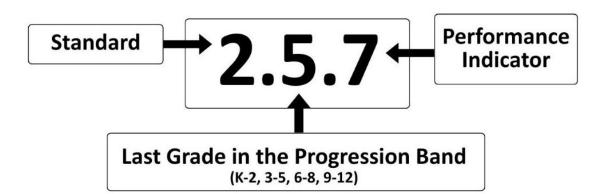
#### Performance Indicators Kindergarten-Grade 2

- 3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.
- 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.
- 3.2.3 Locate school and community health helpers.

#### Performance Indicators Grades 3-5

- 3.5.1 Determine which trusted adults, other individuals and health resources are appropriate in various situations.
- 3.5.2 Locate home, school and community resources to support health and well-being.
- 3.5.3 Determine the validity and reliability of health information, products, services and other resources.
- 3.5.4 Explain how misinformation and disinformation affect health and well-being.

**Coding of** the **Standards** 





### KAS for Health Education: Anchor Standards

**Standard 1: Acquire Functional Health Information** 

**Standard 2: Analyze Influences** 

Standard 3: Access Valid Information

**Standard 4: Use Interpersonal Communication Skills** 

Standard 5: Use an Effective Decision-Making Process

**Standard 6: Use a Goal-Setting Process** 

Standard 7: Support the Health and Well-Being of Self and Others

Standard 8: Advocate for the Health and Well-Being of Self and Others



## KAS for Physical Education: Anchor Standards

Standard 1: Develops a variety of motor skills.

Standard 2: Applies knowledge related to movement and fitness concepts.

Standard 3: Develops social skills through movement.

Standard 4: Develops personal skills, identifies personal benefits of movement and chooses to engage in physical activity.



# Questions?

